**Teaching Process for Retelling**

**for Comprehension**

**Retelling for Comprehension**

A Developmental Retelling Model (Adapted from Benson & Cummins, 1954)

**Pretelling**

Prerequisite for retelling

Sequential reasoning

**How readers learn retelling:**

**Modeled Retelling**

Retelling to children

Teacher uses a chosen strategy to walk through the entire process of retelling, modeling each step. Teacher shares what is going on in her or his mind by thinking out loud and demonstrating all the retelling steps.

**Guided Retelling**

Building a sense of story

Support in identifying story elements and using decontextualized language

**Retelling with Story Maps and Graphic Organizers**

Organizing and representing story

Learning to organize and represent the story elements in a more abstract fashion, using graphic organizers

**Shared Retelling**

Retelling with children

Teacher shares the responsibility of retelling with the children, but the teacher still takes the lead and is in control.

**Independent Retelling**

Retelling by children

Students need very little or no assistance and can retell the story independently at the specified Developmental Level.

**Written Retelling**

Interpreting a story from whole to part to whole

Tackle the complex task of reconstructing the author’s meaning of the story through writing